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Chambers's English readers,
ed. by J.M.D. Meiklejohn



CHAMBERS'S ENGLISH READERS

CHAMBERS'S
ENGLISH READERS

BOOK I.

EDITED BY

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W. & R. CHAMBERS
LONDON AND EDINBURGH
1878

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Printed by W. and R. Chambers.

P R E F A C E.

THE subjects in this First Book and their mode of treatment have been carefully adapted to the First Standard. Not only the thinking, but the mode of expression, is believed to be fitted for very young children. The clear open type will, it is hoped, be considered well fitted to their eyes and minds.

In this and in other books of the series, one chief aim has been to interest and to excite in the young learners' minds a thoughtful sympathy with, and observation of, the phenomena of Animated Nature, that they may be led to look upon animals as friends and companions, and not as objects of thoughtless attack or of careless torture. Natural History lessons, therefore, bulk considerably in the series.

Poetry of the easiest kind generally accompanies each lesson. So far as possible, the verses elucidate, explain, and continue the ideas conveyed in the prose; and this double presentation of the same ideas in two forms will, it is to be hoped, make the conveyance of these ideas into their minds much easier and their settlement in them more permanent.

The questions set are not intended to preclude those which a lively and sympathetic teacher would himself give to his class; but rather to enable the young pupil to ascertain for himself, or by the help of his brothers and sisters, whether the substance of the lessons be completely lodged in his memory.

The exercises are for writing, spelling, and the very first beginnings at composition. In the last case, the child will be more easily incited to make sentences for himself, that he has had his mind warmed and refreshed by the knowledge that has been carried into it by the text he has read and has been questioned upon.

The small numbers—which are nowhere obtrusive—mark off the amount which each scholar may read in his turn.

EDINBURGH, *September* 1878.



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CHAMBERS'S
ENGLISH READERS.
BOOK I.



The Shepherd's Dog.

THE DOG AND THE CAT.

1. The dog and the cat are our good friends. The shepherd's dog helps the shepherd to look after his sheep; and, if a sheep is lost, he will find it again.

2. The mastiff is the best watch-dog we have; and the little terrier barks when he hears a strange foot in the night.

3. The dog is always kind, and is very fond of playing with little boys ; he jumps and romps and frisks about, and barks with delight as he runs with them.

4. The cat likes to sit by the fire and purr. But she likes fun too, and she will play with a ball or a cork or her own tail.



MY PET DOG.

5. I'll never hurt my little dog,
But stroke and pat his head ;
I like to see him wag his tail,
I like to see him fed.
6. Then I will never hurt my dog,
Nor ever give him pain,
But treat him kindly every day,
And he'll love me again.

MY PET PUSSY.

7. I love little Pussy, her coat is so warm,
 And if I don't hurt her she'll do me no
 harm.
 So I'll not pull her tail, nor drive her
 away,
 But Pussy and I together will play;
 She shall sit by my side and I'll give her
 some food,
 And she'll love me because I am gentle
 and good.

EXERCISES.—1. Write the line :

I like to see him wag his tail.

2. Pronounce and learn to spell :

Never
 Kindly

Again'
 Puss'y

Togeth'er
 Gent'le

3. Write down all the words in the poems that rhyme with
head, pain, warm, away, food.

THE HAPPY LAMB.

1. In the month of March, when the prim-
 roses begin to peep out of the grass beside
 the hedgerows, and the crocus brightens
 up the gardens, the lambs are to be seen
 sporting by their mothers in the fields.
 2. What long thick legs they have, and

how funny they are when they jump! All their four legs are off the ground at once.

3. When they go to their mothers for a drink of milk, how fast their tails shake and twist and wriggle! And how gentle their faces look!

4. 'Little lamb, come here and say
What you're doing all the day.'

5. 'Long enough before you wake,
Breakfast I am glad to take,
In the meadow eating up
Daisy, cowslip, buttercup.

6. 'Then about the fields I play,
Frisk and scamper all the day:
Chasing other lambs like me,
Up and down the flowery lea.

7. 'When at night I go to sleep,
By my mother I must keep:
I am safe enough from cold
At her side within the fold.'

QUESTIONS.—1. What does the lamb have for breakfast?
2. What does he do all day? 3. Where does he go to sleep?
4. What line rhymes with: *Little lamb, come here and say?*
(Other lines may be given.)

EXERCISES.—1. Write the line:

Then about the fields I play.

2. Pronounce and learn to spell :

Do'ing	Mead'ow	Cows'lip	Scamp'er
Break'fast	Dais'y	Butt'ercup	Chas'ing

3. Say something about the following : *Sheep, lambs ; goats, kids ; cows, calves.*

4. Write down all the words that rhyme with *say, wake, up, play, me, sleep, cold.*



B I R D S.

Thrill'ing, that goes through one.
Splend'id, very grand.

Brill'iant, very bright and shining.
Din'gy, dull and dirty-coloured.

1. There are many kinds of birds—some very big, and some very very little. There

are birds with sweet voices, and birds with very little voice ; birds of all colours ; birds that can fly out of sight, and birds that cannot fly a yard. Some birds can swim and fly and walk ; some can both walk and fly ; and some can only walk



2. Birds have only two legs ; but then they have also two wings—which more than makes up. Some of them can fly faster than a railway train can run.



3. The tomtit and the wren are very small ; the turkey, the swan, and the eagle are very large.

4. The nightingale has a most sweet voice, and he sings in the evening. The lark has a thrilling note ; and he fills the morning air with his glad song.

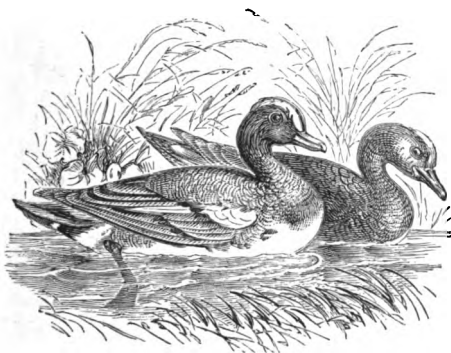
5. The ostrich has hardly any voice ; and like the swan can only make a hoarse kind of sound.

6. The parrot has splendid and brilliant

colours ; and so have all birds in warm countries. But birds with brilliant colours often cannot sing ; and the sweetest songsters we have are dressed in the plainest and most homely colours. The feathers of the nightingale and the lark are of a dingy brown.

7. The eagle flies very high in the air ; and when he sees a bird or a rabbit, he swoops down upon it in the twinkling of an eye.

8. The swan can swim ; and he can also fly. He can also walk ; but his legs are placed so far back, that when he walks, he waddles and hobbles about in a very awkward way.



9. Birds that swim have webs between their toes, with which they push themselves

along. The duck, the goose, the swan, and the sea-gull can all swim.

10. The ostrich, which is the largest bird, cannot fly; but he can run very very fast.



When pursued he can run as fast as a race-horse. The ostrich lives in Africa.

QUESTIONS.—1. Some birds have three ways of going—what are they? 2. How fast can some birds fly? 3. Tell me two of the smallest birds. 4. Three of the largest. 5. What is the sweetest song-bird we have? 6. When does he sing? 7. When does the lark sing? 8. What kind of voice has the ostrich? 9. The swan? 10. What bird has splendid plumage? 11. What kind of song have birds with brilliant plumage? 12. How are the nightingale and the lark dressed? 13. What bird flies very high? 14. Why does the swan walk so badly? 15. What kind of toes have swimming birds? 16. Tell me three birds that swim in fresh water. 17. One that swims in the sea. 18. How fast does the ostrich run? 19. Where does he live?

EXERCISES.—1. Write the line:

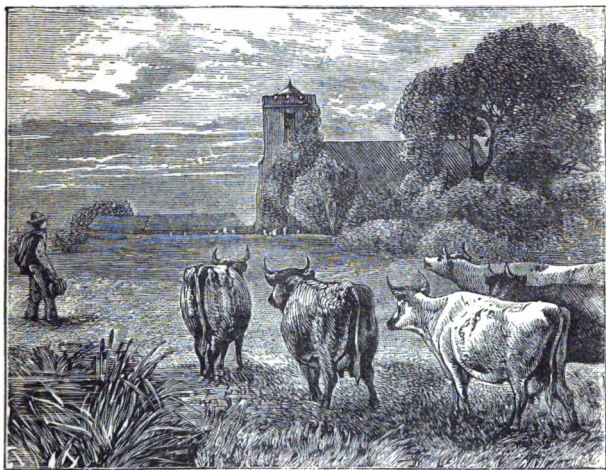
The ostrich is the largest of birds

2. Pronounce and learn to spell :

Voic'es	Rail'way	Thrill'ing	Awk'ward
Col'ours	Turk'ey	Brill'iant	Af'rica

3. Say something about each of the following : *The tomtit ; the wren ; the eagle ; the swan ; the nightingale ; the lark ; the parrot ; the turkey ; the sea-gull ; the ostrich.*

4. Write down all the words that have in them an *ea* ; an *ai* ; an *oa* ; and an *oi*.



THE COW.

Rank, strong and very coarse.

1. The cow likes to eat grass in the fields in the warm sunshine. She quietly crops the sweet grass, until she thinks she has had enough ; and then she lies down on the grass, and chews it over again.

2. She gives nice warm rich milk ; and her breath is always as sweet as the breath of violets.

3. Of milk we make butter and cheese. Butter is made of the cream ; and cheese is made of the curdled milk, which is pressed very hard in a press.

4. Thank you, pretty cow, that gave
Nice sweet milk to soak my bread,
Every morn and every night,
Warm and fresh, and rich and white.

5. Do not chew the weeds so rank,
Growing there upon the bank ;
But the yellow cowslips eat,
They will make it nice and sweet.

6. Where the pretty daisy grows,
Where the clearest water flows,
Where the grass is fresh and fine,
Pretty cow, go there and dine.

QUESTIONS.—1. What does the cow give? 2. What kind of milk is it? 3. What is the cow not to eat? 4. What does the child want her to eat? 5. Where is the cow to go and dine—where what flower grows? 6. Where the water is —? 7. Where the grass is —? 8. What line rhymes with: *Every morn and every night*? (Other lines may be given.)

EXERCISES.—1. Write the line :

Pretty cow, go there and dine.

2. Pronounce and learn to spell :

Prett'y	Grow'ing	Cows'tips	Clear'est
Ev'ery	Yell'ow	Dais'y	Wat'er

3. Learn to spell the following words : *Cow, cows, kine ; oxen, sheep, lambs, horses, goats, ponies.*

4. Write down the words that rhyme with *night, rank, eat, grows, fine.*

5. Write down all the words that have in them an *ee* ; an *oa* ; and an *ow*.



D E E R.

Slender, very thin.

Fleetness, swiftness.

Gradually, little by little.

1. Here is a herd of deer in a beautiful park. They are mostly fallow-deer. Fallow-deer are known by their white spots on a yellow or brownish-yellow skin. 2. The

bucks have long branching horns; but the does have no horns at all. Among them sits up a hare and looks about him; he is not at all afraid of the deer. a Deer are very graceful animals, with pretty ways, and long slender limbs, made for fleetness. They have a long neck, a small head, which they carry high; large ears, and large full tender eyes. 4 But the most remarkable thing about them is their beautiful branching horns, which are called antlers. In like manner red-deer, or stags as they are some-



times called, have fine branching horns which increase in size annually, till the animal has reached old age. 5 Every year, the old horns drop off, and the deer gets a new pair. It is very odd; but, though there may be hundreds of deer in a large deer

forest, cast-horns are very seldom found. The young horns are covered with a fine soft velvet, which the deer gradually gets rid of by rubbing them against trees or rocks. The second picture shews a red-deer in the act of leaping across a chasm.

QUESTIONS.—1. Tell me the kind of deer you see in the first picture. 2. What other animal is among them? 3. What marks out the bucks from the does? 4. Tell me how deer look. 5. How often does a deer get a new pair of horns? 6. With what are the young horns covered?

EXERCISES.—1. Write the line :

Fallow deer have white spots.

2. Pronounce and learn to spell :

Fall'ow	Grace'ful	Beau'tiful	For'est
Yell'ow	An'imals	Ant'lers	Cover'ed

3. Say something about each of the following: *Fallow-deer*; *their antlers*; *the young horns*.

THE FLY.

In'sect; flies, wasps, bees, ants, and many other little creatures are called <i>insects</i> .	Gad, go here and there. Drabb'led, wet and spoiled.
--	--

1. There ! up high,
 I see a fly ;
Let us watch him—you and I.
 How he crawls
 Up the walls—

Yet he never never falls !
I believe with six such legs
You and I could walk on eggs !
 There he goes,
 On his toes,
Tickling little baby's nose !

2 Brilliant eye
 Has the fly ;
Rainbows on his back are spread ;
 That small speck
 Is his neck.
I can shew you, if you choose,
Where to look to find his shoes,
 Three small pairs,
 Tipped with hairs :
Are the kind he always wears.

3. Gauzy wings,
 Lovely things,
Spin him through the sunny air
 When not laced
 Round his waist.
Yet, though tight his clothes are made,
He will lose them, I 'm afraid,
 If to-night
 He gets sight
Of the shining candle-light,

4. In the sun
 Webs are spun ;
What if he gets into one ?
 When it rains,
 He remains
Indoors on the window-panes.
Tongues to talk have you and I ;
God has given the little fly
 No such things,
 So he sings
With his tiny buzzing wings.

5. Catch him ? No !
 Let him go ;
Never hurt an insect so ;
 But, no doubt,
 He flies out
Just to roam and gad about.
Now you see his wings of silk
Drabbled in the baby's milk !
 Fie ! oh, fie !
 Foolish fly ;
How, oh ! how will he get dry ?

QUESTIONS.—1. How many legs has a fly ? 2. What kind of eye has he ? 3. What has he on his back ? 4. What are his shoes tipped with ? 5. What will happen if he goes too near the candle ? 6. Who spins the webs in the sun ? 7. What will happen if the fly gets into a web ? 8. How does a fly talk ? 9. Where has he drabbled his wings ? 10. What line rhymes with : *There ! up high ?* (Other lines may be given.)

EXERCISES.—1. Write the line :

Now you see his wings of silk.

2. Pronounce and learn to spell :

Believe'

Rain'bows

Remains'

Drabb'led

Tick'ling

Cand'le

In'sect

Fool'ish

3. Learn to spell the following words : *Flies, spiders, wasps, bees, ants, hornets, gadflies, beetles, insects.*

4. Write down all the words that rhyme with *high, crawls, legs, goes, eye, speck, choose, pairs, wings, laced, made, to-night, sun, rains, things, no, doubt, silk, fie.*

5. Write down all the words that have in them an *ai* ; an *oe* ; and an *ou*.



THE BUSY BEE AND THE LAZY FLY.

1. The bee is one of the most busy and hard-working of all animals. He begins to look for honey in the early morning—as soon as the sun rises ; and he does not stop till the sun is set and the dew is on the grass.

2. He creeps into the flowers, and takes a little honey here, and a little there ; and when he has a big load, he flies off with it to his nest. He stores up the honey in little cells made of wax.

3. The fly does not seem to work at all. He flies about, and buzzes, and plays games with other flies ; but he does nothing and makes nothing.

4. ‘ Little bee, come here and say
What you’re doing all the day.’

5. ‘ Oh, every day, and all day long,
Among the flowers you hear my song.
I creep in every bud I see,
And all the honey is for me ;
I take it to the hive with care
And store it for my brothers there.

- a. 'That when the winter time comes on,
And all the flowers are dead and gone,
And when the wind is cold and rough,
The busy bees may have enough.'
7. 'Little fly, come here and say
What you're doing all the day.'
- a. 'Oh, I'm a gay and merry fly,
I never do anything—no, not I—
I go where I like, and I stay where I
please,
In the heat of the sun, or the shade of the
trees ;
On the window pane, or the cupboard shelf,
And I care for nothing except myself.
- a. 'I cannot tell, it is very true,
When the winter comes what I mean
to do ;
And I very much fear, when I'm getting
old,
I shall starve with hunger, or die of cold.'

QUESTIONS.—1. Where can we hear the hum or song of the bee? 2. What does the bee do in the buds and flowers? 3. Where does he take the honey to? 4. Why does the bee store up honey? 5. What does the fly do all day? 6. What does he care for? 7. What will he do when winter comes? 8. What line rhymes with: *Little bee, come here and say?* (Other lines may be given.)

EXERCISES.—1. Write the line:

I store it for my brothers there.

2. Pronounce and learn to spell:

Flowers	Enough'	Merr'y	Cup'board
Hon'ey	Do'ing	Wind'ow	Gett'ing

3. Write down all the words that rhyme with : *Say, long, see, care, on, rough, fly, please, shelf, true, old.*

4. Say something about : *A bee ; flowers and buds ; honey ; the hive ; a store for winter ; a fly ; dancing and fun ; no work ; old age.*

5. Write down all the words that have in them an *ay* ; an *ey* ; an *ow* ; and an *ou*.



AN ICE HILL.

Capsize', overset.

Collis'ion, dashing together.

1. The snow lay on the ground more than a foot deep ; and every night there had been

hard frost. Not far from a little village was a hill covered with snow; and a number of little boys thought they would like to go and slide down. ² So they made little sledges of wood, with wooden runners, cut round in front so as to let them glide smoothly and rapidly over the snow. ³ They trailed their sledges to the top of the hill, set them on the edge, sat down upon them, gave themselves a little push, and then away they went down to the foot. ⁴ Then they walked up again, trailing their sledges after them by a string: then sat down and off once more to the foot of the hill. And all of them looked like rosy-cheeked apples—their eyes, too, aglow with fun and glee and high spirits. ⁵ Sometimes one would tumble off, and away his sledge shot without him; sometimes the sledge would turn right round, and both would tumble into the deeper snow; sometimes one sledge would knock against another, and both would capsize and pitch off their riders. This is called a collision. *There* is one in the picture! One boy has fallen on his face, and the other is trying to jump out of the way.

F O O D.

Chi'na, a large country in the east of Asia.

Ind'ia, a country in the south of Asia.

Ceylon', an island south of India.

E'gypt, a country in the north-east of Africa. The Nile flows through it.

It'aly, a country in the south of Europe.

1. Bread is made of flour ; and flour is made of wheat. When the wheat is ripe, it is thrashed and ground down into flour by the miller.
2. Cheese is made from the milk of the cow. The milk is first made into curds ; the curds are squeezed and pressed ; and the pressed curd is called cheese.
3. Butter is made by churning cream.

The curdled milk we press and squeeze,
And so we make it into cheese ;
The cream we skim, and shake in churns,
And then it soon to butter turns.

4. Beef is the flesh of the ox, which is roasted or boiled. Pork, bacon, or ham is the flesh of the pig, which is usually salted.
5. Potatoes are the roots of a plant which was brought to this country more than two hundred years ago from South America.
6. Tea is made of the leaves of the tea-plant, which grows in China and the East Indies. Coffee is the berry of the coffee-plant, which comes to us from the West

Indies, Ceylon, and Arabia. The berry is first roasted, then ground; and then the ground coffee is boiled in a pot and strained. 7. Sugar is the juice of a tall thick cane, which grows in the West Indies. The juice which is left over, after the sugar is made, is called treacle. 8. Rice is the seed of a tall grass; and the seed is like wheat, only whiter and harder. It grows in many parts of the world, such as India, America, Egypt, and Italy.

QUESTIONS.—1. What is bread made of? 2. What is flour made of? 3. Who grinds the wheat? 4. How do we make cheese? 5. How do we make butter? 6. What is beef? 7. What three names do we give to the flesh of the pig? 8. What is the difference between them? 9. What are potatoes? 10. What is tea? 11. Where does it come from? 12. What is coffee? 13. How is coffee made? 14. What is sugar? 15. What is the refuse of sugar called? 16. What is rice? 17. Where does rice come from?

EXERCISES.—1. Write the line:

The pressed curd is called cheese.

2. Pronounce and learn to spell:

Wheat	Churn'ing	Ba'con	Coffee
Squeezed	Curd'led	Pota'toes	Su'gar

3. Say something about the following words: *Bread; cheese; butter; beef; potatoes; tea; coffee; sugar, treacle; rice.*

4. Write out all the words that have in them an *ou*; an *ow*; and an *ea*.



THE KITTEN AND THE MOUSE.

To and fro, here and there.
 Sloe, a wild plum, that is very
 black.
 Spied, saw.

Soft. Though the kitten's paws
 were soft, yet she had *claws*
 inside them.

1. Once upon a time, there was a little kitten, snow-white, and with not a black spot on her skin. But she had black eyes. She used to play about in a barn.

2. A little mouse lived in the same barn, and ran up and down, here and there, and nibbled at the corn.

3. The kitten saw the little mouse with her black black eyes ; and she ran at the mouse. The kitten had four soft paws ; but

the soft paws had sharp claws inside them. And the sharp claws caught the little mouse.

4. The kitten had little teeth, as clean and white as pearls ; and she bit the mouse with her clean white teeth.

5. The little mouse cried 'Squeak ! squeak !' and tried to get away. At last the kitten lifted her paws ; mousie saw a hole, and was off in a moment.

6. Once there was a little Kitty,
Whiter than the snow ;
In a barn she used to play,
Long time ago.

7. In a barn a little mousie
Ran to and fro ;
For she heard the Kitty coming,
Long time ago.

8. Two black eyes had little Kitty,
Black as any sloe ;
And they spied the little mousie,
Long time ago.

9. Four soft paws had little Kitty,
Paws soft as dough,
And they caught the little mousie,
Long time ago.

10. Nine pearl teeth had little Kitty,
 All in a row ;
 And they bit the little mousie,
 Long time ago.

11. When the teeth bit little mousie,
 Mousie she cried 'Oh !'
 But she got away from Kitty,
 Long time ago.

QUESTIONS.—1. Of what colour was the kitten? 2. Where did she use to play? 3. What did the little mouse do when she heard the kitten coming? 4. What kind of eyes had the kitten? 5. What happened to the mouse? 6. What did the kitten do to the mouse when she caught her? 7. How many teeth had she? 8. Did she kill the mouse? 9. What line rhymes with: *Whiter than the snow*? (Other lines may be given.)

EXERCISES.—1. Write the line :

Mousie got away from Kitty.

2. Pronounce and learn to spell :

Kitt'en

Mous'ie

Pearl

Caught

Ago'

Com'ing

Dough

Away'

3. Learn to spell the following words: *Mouse, rat, kitten, cat; barn, corn, wheat, barley, oats.*

4. Write down all the words that rhyme in this little poem.

5. Write down the words that have in them an *ow*; an *ou*; an *oe*; and an *ee*.



THE TWO QUARRELSOME GOATS.

1. Two goats, who had long fed together in a meadow, set out to make a long journey upon the mountains. One goat went one way, and the other went another way.

2. After some time, they met again, but a stream of water ran between them: and over the stream was laid a plank of wood—so narrow, there was only just room for one goat to cross it at a time.

3. Now these goats were proud, and neither of them was willing to let the other cross first. 'I have as good a right to the bridge as you have,' said the one. 'The bridge was as much made for me as for you,' said the other.

4. Thus they quarrelled for some time: at last one goat set his foot on the plank, and the other did the same. They looked very fierce at each other, as much as to say, 'I will go on in spite of you.'

5. And so they did: but when they met in the middle, there was no room for them to pass; so they both slipped into the water, and were drowned.

QUESTIONS.—1. Where did the two goats set out to go? 2. Where did they meet again? 3. What kind of bridge lay across the stream? 4. How broad was the bridge? 5. Which of the two was willing to allow the other to cross first? 6. What did one of them say? 7. What did the other say? 8. What did they make up their minds to do? 9. Where did they meet? 10. What happened to them?

EXERCISES.—1. Write the line :

Both goats were drowned.

2. Pronounce and learn to spell :

Togeth'er	Mount'ains	Neith'er	Quarr'elled
Jour'ney	Narr'ow	Oth'er	Midd'le

3. Learn to spell the following words: *Goats, kids, sheep, rams, wethers, oxen, heifers, cows, bulls, bullocks.*

4. Say something about: *Two goats; a mountain; a stream; a plank of wood; a quarrel.*

THE SHOWER.

Whirl, turn round quickly.

Swirl, whirl about.

Despair, hopelessness (the rain

and sun are spoken about as if they were persons).

Brief, short.

1. The rain begins to come down in large drops, one by one—slowly and heavily. Then more come and still more, until it rains very fast.

2. How it rattles and beats against the windows! Such a clatter! Let us run in as fast as we can!

3. Then, when the wind catches it and

drives it along, it goes round and round and whirls, as if it would carry everything away with it !

4. But, look up ! I can see a little bit of blue between the dark clouds. The rain will soon be over ; and the sun will peep out again, smiling and looking brighter than ever.

5. Hear the rain
Patter, patter,
Beat the pane ;
Clatter, clatter,
Down it pours
Helter-pelter ;
Quick indoors !
Shelter, shelter !
6. See it rush,
And roar and whirl,
Fight and push,
Eddy and swirl
Through the street,
Down the gutters !
Hear it beat
'Gainst the shutters
In its grief
And wild despair.
But 'tis brief,
And we don't care.

7. Let it be,
 For peeping through,
 I can see
 Two bits of blue ;
 And the sun,
 In spite of rain,
 Has begun
 To smile again.

QUESTIONS.—1. What is the rain beating on? 2. How does it go through the street? 3. What can we see, even when it rains hard, if we look up? 4. What has begun to smile once more? 5. What line rhymes with : *Hear the rain?* (Other lines may be given.)

EXERCISES.—1. Write the line :

The sun began to smile again.

2. Pronounce and learn to spell :

Patt'er	Shelt'er	Shutt'ers	Peep'ing
Clatt'er	Edd'y	Despair'	Again'

3. Write down the following words : *Rain, clouds, storm, wind, tempest, sunshine, warmth, clear blue sky.*

4. Write down the words that rhyme with : *Rain, pours, rush, street, gutters, be, through, sun, rain.*

5. Write down the words which have in them an *oa* ; an *ai* ; and an *ea*.





THE MOTHERS.

A SONG FOR CHILDREN.

Nim'ble, very quick and active.
Dote on, be very fond of.
Exceed'ingly, very much.

Brist'led, stuck out her feathers.
Sped, hurried.

1. I was walking on the green hills one fine summer day ; and the sheep were happy and feeding all around me. And I heard a mother-sheep say this :

2. 'There is nothing so sweet in all the world as my little lamb. He has nimble feet, bright eyes, and such pretty white

wool. The robin has four children, and I have only one ; but I love my one better than she loves all her four.'

3. And she lay down with her lamb on the hill-side ; and the two went to sleep close together in the warm sun.

4. When I got home, I saw our old gray cat with her three kittens. And she too was saying something to herself.

5. And it was this : ' My three kittens are the prettiest little things in the whole world. Their fur is so soft, and their tails are so pretty, that I cannot love them enough. And I cannot tell which is the prettiest.'

6. And she lay down with them by the fireside ; and the mother and her three kittens all went to sleep together.

7. Then I went out to the farm-yard, and there I saw an old hen with ten chickens. She was looking about for corn and seeds ; and when she found one, she cried cluck, cluck, and the chickens came running up.

8. And I heard her too talking ; and this was what she said : ' The sun, which sees everything, never saw anything so pretty as

my chickens. The ewe loves her lamb ; the cat loves her kittens ; but I love my chickens better than they love their children.

a. 'Come, my sweet little chickens, come and nestle snugly under my wings ; and there you will be safe and warm.' So all the chickens ran up to their mother, and went to bed under her wide soft wings, and fell asleep.

10. As I walked over the hills one day,
I listened, and heard a mother-sheep say :
'In all the green world there is nothing
so sweet
As my little lamb with his nimble feet,
With his eye so bright,
And his wool so white :
Oh ! he is my darling, my heart's delight.

11. 'The robin, she
That sings in the tree,
May dearly dote on her darlings four ;
But I love my one little lambkin more.'
And the mother-sheep and her little one
Side by side lay down in the sun,
And they went to sleep on the hill-side
warm,
As a child goes to sleep on its mother's arm.

12. I went to the kitchen, and what did I see
But the old gray cat with her kittens
three ;
I heard her whispering soft—said she :
‘My kittens, with tails all so cunningly
curled,
Are the prettiest things in the wide,
wide world.
13. ‘The bird on the tree,
And the old ewe, she
May love her baby exceedingly ;
But I love my kittens with all my might,
I love them by morning, by noon, and by
night.
14. ‘Which is the prettiest, I cannot tell—
Which of the three, for the life of me—
I love them all so well.
Now I’ll take up my kitties, the kitties I
love,
And we’ll lie down together beneath the
warm stove.’
15. I went to the yard and saw the old hen
Go clucking about with chickens ten.
She clucked, and she scratched, and she
bristled away ;
And what do you think I heard the hen
say ?

I heard her say: 'The sun never did
shine
On anything like to these chickens of
mine.

16. 'You may hunt the full moon, and the
stars, if you please,
But you never will find ten such
chickens as these.
The cat loves her kittens, the ewe loves
her lamb;
But they do not know what a proud
mother I am;
Nor for lambs nor for kittens will I part
with these,
Though the sheep and the cat should go
down on their knees:
No, no! not though
The kittens could crow,
Or the lammie on two yellow legs could
go.

17. 'My own dear darlings! my sweet little
things!
Come, nestle now cosily under my wings.'
So the hen said,
And the chickens all sped
As fast as they could to their nice feather-
bed;

And there let them sleep, in their feathers
 so warm,
 While my little chick nestles here snug
 on my arm.

Aunt Mary.

QUESTIONS.—1. What did the mother-sheep say about her lamb? 2. What did she say he was better than? 3. Where did they lie down to sleep? 4. How many kittens had the old gray cat? 5. What kind of tails had they? 6. Which of them did she love best? 7. How many chickens had the old hen? 8. What did she say about them? 9. What would she not exchange them for? 10. Where do the chickens nestle? 11. What line rhymes with: *As I walked over the hills one day?* (Other lines may be given.)

EXERCISES.—1. Write the line:

They nestle under her wings.

2. Pronounce and learn to spell:

Nim'ble	Kitch'en	Prett'iest	Yell'ow
Delight'	Whisp'ering	Chick'ens	Co'sily
Lamb'kin	Exceed'ingly	Brist'led	Feath'ers

3. Write down all the words that rhyme in the first and second verses.

4. Write down all the words that have in them an *ay*; an *ow*; and an *ou*.

TRADES.

1. A baker is a man who bakes bread. He makes it out of flour; and flour is made of wheat.—A grocer is a man who sells tea,

sugar, coffee, rice, and spices.—A butcher is a man who sells beef, mutton, pork, and veal.

—2. A shoemaker is a man who makes boots and shoes. Boots and shoes are made of leather.—Leather is the skin or hide of an ox or sheep, which has been steeped in water and lime, and pieces of the bark of a tree.
3. This is called tanning; and the man who tans a hide into leather is called a tanner.

For lime and bark the tanner takes,
And of the skin he leather makes;
And this the shoemaker will use
To make us good strong boots and shoes.

—4. A tailor makes our clothes. The warm cloth that we wear is made from the wool of the sheep.—The wool is spun into thread, and the man who weaves the threads of wool into cloth is called a weaver.—The man who sells the cloth to us is called a draper.—5. The man who makes tables and chairs, and boxes and doors, is called a carpenter. He is also called a joiner, because he joins pieces of wood together. He joins them together with nails or with glue.—6. The man who puts lead on the roofs of our houses, or brings in pipes for water or for gas, is called a plumber, meaning a man who works in lead.—7. The man

who cuts and trims and smoothes stones, and builds them one on the top of another, is called a mason.—A bricklayer lays bricks one upon another, to make the wall of a house or of a stable.—8. The man who hauls up and takes down the sails of a ship, and takes every care of the ship when it is sailing, is called a sailor.—9. A glazier is the man who *glazes* a window-frame, or puts glass into it. When a window-frame has had glass put into it, it is called a window.—10. The man who ploughs the fields, sows them with seed, cuts the crops when they are ripe, thrashes the seed out of them, and sends the seed to market, is called a farmer.—11. The man who digs down very deep into the ground, and goes down into the low dark parts of the earth for coal, or iron, or lead, or tin, is called a miner.

QUESTIONS.—1. Of what does a baker make bread? 2. Of what is flour made? 3. What does a grocer sell? 4. What does a butcher sell? 5. Of what are boots and shoes made? 6. Of what is leather made? 7. What is the man who makes leather called? 8. What is tanning? 9. Of what is cloth made? 10. Who makes the wool into cloth? 11. Who sells the cloth? 12. What does a carpenter make? 13. What is a plumber? 14. What does a mason do? 15. What does a bricklayer do? 16. What does a sailor do? 17. What is a glazier? 18. What does a farmer do? 19. What is a miner? 20. Tell me some of the things he digs up.

EXERCISES.—1. Write the line:

The farmer sends corn to market.

2. Pronounce and learn to spell:

Gro'cer
Spi'ces

Leath'er
Piec'es

Carp'enter
Plumb'er

Ma'son
Wind'ow

3. Say something about each of the following: *A baker; a grocer; a butcher; a shoemaker; a tanner; a tailor; a weaver; a draper; a joiner; a plumber; a mason; a bricklayer; a sailor; a glazier; a farmer; a miner.*

4. Write down all the words that have in them an *ou*; or an *ee*.



THE SQUIRREL.

1. The squirrel is a very pretty little animal. He lives in the woods, and runs about from tree to tree, and from branch to branch, and

is full of fun and romp. 2. He rarely makes a false step ; and, if he loses his foothold when he jumps, he spreads out his legs and tail, and comes lightly down to the ground like a bird. 3. When a squirrel sees any one, he often runs to the other side of the tree and takes a peep at him. Then he runs up as high as he can. 4. When it is very hot, he goes to sleep in his nest, and comes out when it is cool again. 5. His nest is built in the fork of a high branch of a tree ; and rain cannot get into it, nor can the wind blow it away. 6. The young ones, of which there are three or four, are born in mid-summer, and stay with their father and mother till next spring. Then they go away and find a tree for themselves.

7. The squirrel's chief food consists of nuts, acorns, fruits, and seeds. 8. It is very nice to see a squirrel eating a nut. He sits up, holds the nut prettily between his fore-paws, bites off the tip with his sharp fore-teeth, then strips off the shell, peels the brown husk off—and then, pop it goes into his little mouth. 9. He lays up stores of nuts and acorns in all kinds of nooks, and holes, and corners ; and these he never forgets. Even when snow is on

the ground, he goes straight to his store, scratches away the snow, and brings out his nuts. 10. His colour is reddish brown ; but in a very cold winter his fur turns gray.

11. Look ! little Willie, do you see
That pretty squirrel dart up the beech
tree ?

Now he comes and sits on a lower bough,
Can't you see him sitting there now ?

12. What in his little red paw has he got,
Beech-nut, or hazel-nut, or acorn, or
what ?

What he has got nobody knows,
But quick up the branches again he
goes,

In and out, and here and there,
As free as any bird in the air !

13. For he leads a jolly woodland life
Playing at hide-and-seek with his wife ;
Building his nest in an old oak tree,
Where his young lie as warm as warm
can be ;

And a store of nuts in a hole that's
near,

For breakfasts and suppers when winter
is here.

H. Mann.

EXERCISES.—1. Write the line :

He builds his nest in an oak tree.

2. Pronounce and learn to spell :

Squir'el	Ha'zel	Build'ing	Supp'ers
Bough	Joll'y	Break'fasts	Wint'er

3. Write down all the words that rhyme with: *See, bough, got, knows, there, life, tree, near.*

4. Write down all the words that have in them an *ay*; an *ee*; and an *ow*.

HAY-MAKING.

Requires, needs.
Dread'ed, feared.
Preserve, keep.

Bal'anced, sitting even (on the water).
Trim'm'ing, making straight and neat.

1. Let us go into the fields and see the labourers cutting the grass. Sometimes it is cut for the cattle to eat at once; and sometimes the grass is left to dry in the sun, and then it is called hay. The grass is cut with a scythe. 2. It requires a great deal of care to make good hay. In the grazing and dairy districts of England—where cattle are reared, and butter and cheese made—the hay-harvest is just as important as the corn-harvest; and young and old set to work on it, and work their very hardest. 3. Sunshine is what is most wanted to make good hay;

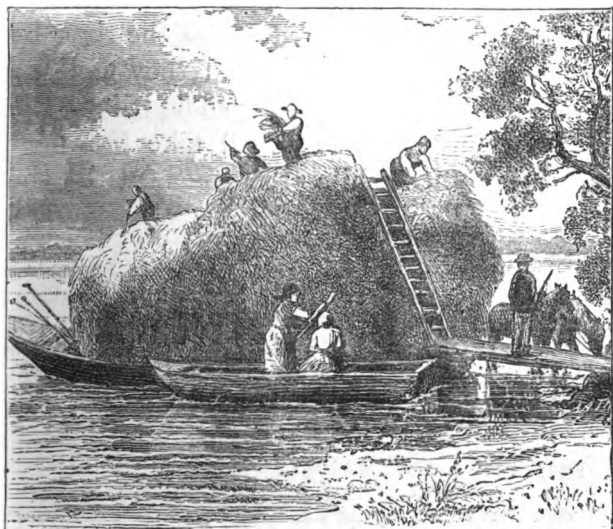
and rain is what is most dreaded. The farmers try all they can to preserve the colour and the flavour of the grass; and this can be done only by turning it constantly,



A Hay-making Scene.

and by getting it rapidly dried. This is the meaning of the proverb, 'Make hay when the sun shines.' 4. After the grass is cut, and as soon as the dew is off, it is shaken or spread out by the aid of hay-forks, or of a tedding-machine drawn by a horse. Before

evening it is drawn by rakes into rows—called *wind-rows*; and, if it should look like rain, these rows are quickly made up into small hay-cocks. Next morning, if the weather is fine, it is spread out again; and,



The Hay-boat.

if there has been plenty of wind and sun, the hay is ready to be stored in the hay-rick on the second or the third day after it has been cut. In this picture we see men taking hay across a river in a boat. Men and women on the top of the huge heap are putting it in order, so that it may not be too

high in one place and too low in another, and that the boat may be properly balanced.

a. Two women in a little boat are trimming the sides of the high heap, and taking from it the loose hay. A boy is standing waiting on a plank until his horse has done drinking.

r. The boat will be rowed across the river by strong men in the front; and they will use broad paddles and gently paddle it into the river, when the stream will take the boat and carry it—while the men with the paddles will guide it across.

QUESTIONS.—1. In what parts of England is the hay-harvest most important? 2. What is most wanted for hay-making? 3. What is most feared? 4. How do the farmers try to keep the flavour of the grass? 5. What is done to it first, after it is cut? 6. What next? 7. What is done, if rain looks like coming on? 8. What last of all? 9. Tell me all you see in the picture with the boat.

EXERCISES.—1. Write the line:

Make hay when the sun shines.

2. Pronounce and learn to spell:

La'bourers	Preserve'	Prop'erly	Trim'm'ing
Har'vest	Prov'erb	Bal'anced	Padd'les

3. Say something about each of the following: *Scythe*; *hay-harvest*; *sunshine*; *hay-forks*; *tedding-machines*; *rakes*; *hay-ricks*; *food*.

M A Y.

1. Welcome, welcome, lovely May!

Breath so sweet,
and smiles so gay;

Sun, and dew,
and gentle showers,

Welcome, welcome, month
of flowers!

2. Welcome, violets, sweet and blue,
Drinking-cups of morning dew!

Welcome, lambs
so full of glee!

Welcome, too, my busy bee!

3. Birdies sing on every spray,
'Welcome, sunshine! welcome, May!'
Many a pretty flower uncloses,
And the garden smells of roses.



T. D. Miller.

THE TWO SENSIBLE GOATS.

1. Two kind goats lived together, always lived in peace, and tried to help each other. When one goat was ill, the other brought him green herbs, from a field far off; and the sick goat ate the herbs, and they cured him.

2. The other goat had a pretty little kid, which she loved dearly. One day, when the goat had gone out, a rude boy came to take the kid: but the goat who had been ill, and had got better, poked the boy with his horns, drove him away, and took care of the kid till its mother came home.

3. Once when the two goats were traveling, they met on the middle of a very narrow bridge—just as the two ill-natured goats did—but they did not push one another into the water. No! They stood still a moment, to try whether they could go back safely.

4. When they found they could not, one of them crouched down on the bridge, and let the other walk over his back.

The goat who had to walk over the other, took care to step softly, and not to hurt so kind a friend.

And so they both got safely over ; and all who knew them loved the two kind goats.

QUESTIONS.—1. When one of the two kind goats was ill, what did the other do? 2. What happened to the kid of one of the goats? 3. What did the other goat do? 4. Where did these two goats meet? 5. What did they do first? 6. When they found they could not go back, what did they do? 7. What did the goat who had to walk over the other take care to do?

EXERCISES.—1. Write the line :

All loved the two kind goats.

2. Pronounce and learn to spell :

Al'ways	Trav'elling	Anoth'er	Safe'ly
Dear'ly	Ill'-natured	Mo'ment	Soft'ly

3. Say something about each of the following : *Two kind goats ; a kid ; a rude boy ; a narrow bridge ; an idea ; soft steps ; love and kindness.*

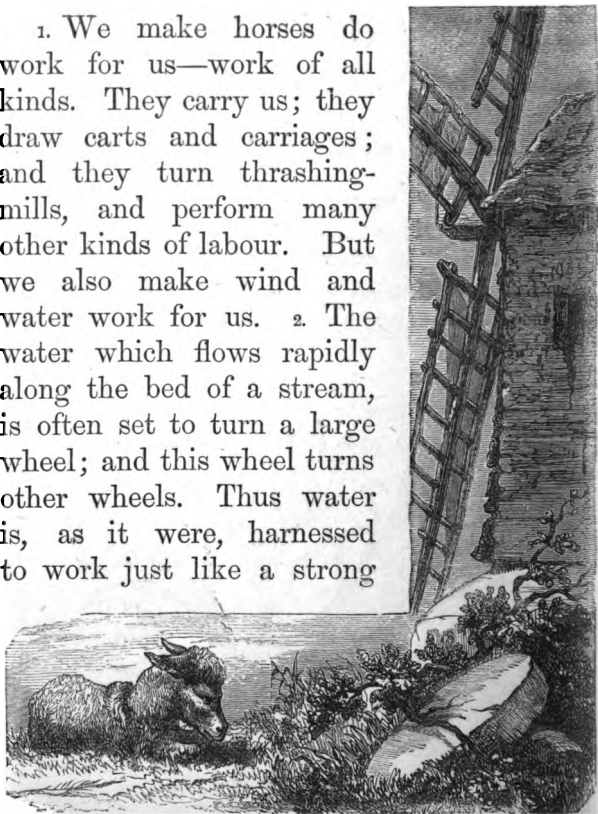


THE OLD WINDMILL.

Rap'idly, quickly or swiftly.
Dis'tricts, parts of a country.

Reg'ularly, without stopping too often.
Rifts, long cracks.

1. We make horses do work for us—work of all kinds. They carry us; they draw carts and carriages; and they turn thrashing-mills, and perform many other kinds of labour. But we also make wind and water work for us. 2. The water which flows rapidly along the bed of a stream, is often set to turn a large wheel; and this wheel turns other wheels. Thus water is, as it were, harnessed to work just like a strong



horse. And water grinds our corn, saws wood, lifts heavy weights, and does many other pieces of hard work for men and women. 3. But even the wind is not idle. We catch it as it flies past; and we hold it for a moment and make it do work for us before it goes by. Just as a stream of water falling on a wheel makes it turn, and all the other and smaller wheels turn with it; so a stream or current of wind flying along falls upon a number of small sails, which are stretched upon long arms of wood; and these long arms go round and round, and turn the big wheel of the windmill, which turns all the other smaller wheels. 4. Water-mills are common in hilly countries, where there is plenty of rain, and where the streams gain great force by rushing down the sides of the hills. Windmills, on the contrary, are common in level countries, where there is a steady breeze flowing quietly along the open lands.

5. They were at one time very common in England; and there are still a good many in the midland and southern districts. But the use of steam, and of machinery driven by steam, has caused many of them to be given up. 6. They are still, however, very common in Holland and in France. Holland is a very

flat country ; steady winds from the German Ocean blow regularly across it ; and you can see scores of these high mills throwing about their giant arms in the sunshine, as if they were huge monsters at a kind of game. In Holland windmills do many kinds of work ; but they chiefly grind corn, and pump up the water from marshes so as to drain the land.

7. The windmill in the picture is one of those that have been stopped. The mill is old and full of rifts ; and the canvas sails have rotted off the long arms, which now stand useless and at rest—only now and then the birds alight upon them, and play in and out between the bars. The mill-stone, which was used for grinding the corn into flour, has been taken out, and now lies chipped and old and moss-grown in the long grass. And not far off, a young donkey is resting half asleep ; for he has had a good dinner, and is inclined to be content and to enjoy himself.

QUESTIONS.—1. Tell me some of the kinds of work that horses do for us. 2. How do we make water work for us ? 3. How wind ? 4. How is the wind harnessed and forced to work ? 5. In what countries are water-mills common ? 6. In what countries are windmills common ? 7. In what parts of England are they still found ? 8. In what country are they used to pump water ? 9. Why is the water pumped up ?

EXERCISES.—1. Write the line :

Windmills are in flat countries.

2. Pronounce and learn to spell :

Carriages	Wind'mill	Comm'on	Pic'ture
Rap'idly	Con'trary	Mon'ster	Donk'ey

3. Say something about each of the following : *Horses ; water ; wind ; mill-wheel ; sails ; hilly countries ; level countries ; pumps ; an old mill-stone.*

THE SKYLARK.

Ling'er, stay and dawdle.

La'bour, work.

1. On warm days the skylark soars into the air and sings, and sings and soars, till he is a mere speck in the deep blue sky. He begins to sing early in the spring ; and he keeps on singing for nearly eight months.

2. The lark is very clever. A pair of larks once built their nest in a hay-field ; and one day the mowers began to work. 3. The young larks were not yet able to fly. The father and mother were in a great fright. 4. At last the mother laid herself flat upon the ground, with outspread wings and tail ; and the father took one of the young birds out of the 'nest, pushed it and pulled it and pushed it, till at last he pushed it on the mother's back. 5. Then away she flew.

Then the mother pushed another young one on the father's back ; and away he flew. And so they carried off all their brood before the mowers got near them.

6. The skylark will make her nest in the mark of a horse's hoof, or in the furrow of a plough ; and she lines it with dry grass, leaves, and hair. 7. She lays four or five eggs—of a grayish-yellow colour, like the colour of the ground, and speckled with brown. The young ones come out in a fortnight. 8. A pair of larks has two broods each summer. They are very kind to their young. The lark has brown feathers, with here and there a tinge of yellow.

9. I hear a pretty bird, but hark !

I cannot see it anywhere ;

Oh ! it is a little lark,

Singing in the morning air.

' Little lark, do tell me why

You are singing in the sky ?

10. ' Other little birds at rest,

Have not yet begun to sing,

Every one is in its nest,

With its head beneath its wing.

Little lark, then tell me why

You sing so early in the sky ?'

11. 'Tis to sing a merry song
 To the pleasant morning light ;
 Why linger in my nest so long,
 When the sun is shining bright ?
 Little maiden, this is why
 I sing so early in the sky.
12. 'To the little birds below,
 I do sing a merry tune ;
 And I let the ploughman know
 He must come to labour soon.
 Little maiden, this is why
 I am singing in the sky.'

QUESTIONS.—1. What is the bird that is singing high up in the air ? 2. What time of day is it ? 3. What are the other little birds doing ? 4. Why does the lark say she rises so early ? 5. Whom does she call to work ? 6. What line rhymes with : *I hear a pretty bird, but hark ?* (Other lines may be given.)

EXERCISES.—1. Write the line :

I sing so early in the sky.

2. Pronounce and learn to spell :

An'ywhere	Oth'er	Early	Plough'man
Morn'ing	Ev'ery	Pleas'ant	La'bour

3. Learn to spell the following words : *Sky, clouds, morning, evening ; ploughman, horses, fields, supper.*

4. Write down those words that have in them an *ea*, and an *ou*.

5. Write down the words that rhyme with : *Hark, anywhere, why, rest, sing, song, light, below, tune.*



FLYING KITES.

1. It is a fine breezy day ; and Tom and Harry are setting off to fly a kite which their father has made for them. Another boy has his kite up already ; and the little boy on the ground is preparing his for flying. 2. A kite is generally made of strong brown paper—sometimes of light calico or cotton cloth, and sometimes of linen. It must be strong, or the wind would tear it ; and it must be light, or it would fall to the ground. Every kite has a strong upright piece of wood,

nicely rounded, in the middle: this is its back-bone. 3. Then it has another piece of wood across this; and over the top is a bow—generally made out of the half of a barrel-hoop, the ends of which are tied to the ends of the cross-bar. When the framework has been carefully made and strongly tied together, the paper is pasted over, and the kite is placed somewhere to dry. 4. But the kite, like the bird, must have a tail to steady it. This tail is very long, and is made of string. At the end is a tuft of grass, to give it weight; and, at short distances along the string, are tied pieces of paper, to give it liveliness. 5. Let us hope that the boys will have a pleasant day, that the kite will fly very high, and behave well when it gets up to its highest; and that the boys will come home with a good account of its conduct to their father.

6. The Chinese are very fond of kites. Old men and middle-aged men fly them, and shew the greatest joy when they behave well in the air. Chinese kites are of very odd shapes; they are made like big bats, butterflies, owls, hawks, and other birds. Nothing seems to give a Chinaman so much delight as a kite that flies very high in the air.

QUESTIONS.—1. Tell me all you see in the picture. 2. Tell me how a kite is made. 3. What kind of tail has it? 4. Of what shapes are the Chinese kites? 5. What Chinamen are fond of flying kites? 6. Where is China?

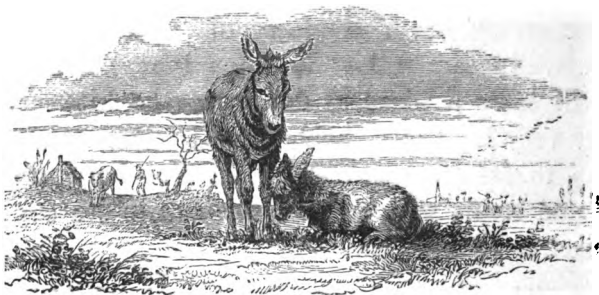
EXERCISES.—1. Write the line :

A kite must have a tail.

2. Pronounce and learn to spell :

Prepar'ing	Care'fully	Behave'	Con'duct
Across'	Dis'tances	Account'	Delight'

3. Say something about each of the following : *Little boys; their kites; the making of a kite; its tail; Chinese kites; Chinese kite-fliers.*



THE DONKEY.

1. The donkey is a good friend to men and boys ; but they are not often very good friends to him. They often strike and kick him. 2. The donkey is strong and sure-footed, and he will live on very poor and coarse food. He will eat coarse grass and even

thistles. a Once, a cruel man set a fierce bull-dog on a poor donkey. But the donkey ran at him, got him between his teeth, carried him to the river, plunged him under water, lay down upon him, and waited quietly till the bull-dog was dead.

a Poor donkey ! I'll give him a handful of grass ;

I'm sure he's an honest, though stupid, old ass.

He trots to the market to carry the sack,
And lets me ride home all the way on his back ;

And only just stops by the ditch for a minute,

To see if there's any fresh grass for him in it.

a 'Tis true, now and then, he has got a bad trick

Of standing stock-still, and just trying to kick ;

But then, poor old fellow, you know he can't tell

That standing stock-still is not using me well ;

For it never comes into his head, I dare say,

To do his work first, and after that play.

QUESTIONS.—1. What is the boy going to give the donkey? 2. What kind of donkey is he? 3. What does he carry to market? 4. What does he carry from market? 5. Where does he stop? 6. Why? 7. What is his only bad trick? 8. Why is he not much to blame? 9. What line rhymes with: *Poor donkey! I'll give him a handful of grass?* (Other lines may be given.)

EXERCISES.—1. Write the line :

He stops by the ditch a minute.

2. Pronounce and learn to spell :

Don'ey	Mark'et	Stand'ing	Us'ing
Hand'ful	Min'ute	Fell'ow	Try'ing

3. Learn to spell the following words : *Horse, mule, zebra, nag, hack, roadster, hunter.*

4. Write down all the words that rhyme with : *Grass, sack, minute, trick, tell, say.*

T I M E.

1. There are sixty minutes in an hour. There are also sixty seconds in one minute. A second is the time we take to say one, or a clock takes to say tick. *Tick, tick, tick*—that is three seconds.

2. We go to school for six hours. There are three school hours in the morning ; and three in the afternoon.

3. But there are twenty-four hours in a whole day and night. Sometimes the day

is longer than the night ; and sometimes the night is longer than the day. In summer the day is longest ; in winter the night is longest.

4. There are seven days in a week. The first day is called Sunday, because our heathen forefathers used to worship the sun on that day. The last day of the week is Saturday.

5. There are about four weeks in a month. Four of the months have thirty days ; seven of them have thirty-one days ; and one of them has only twenty-eight days.

6. There are twelve months in a year. The first month is January ; the last is December. The first of January is called New Year's Day ; the twenty-fifth of December is Christmas Day.

7. The names of the months are January, February, March, April, May, June, July, August, September, October, November, and December.

8. The three Winter months are November, December, and January ; the three Spring months are February, March, and April ; the three Summer months are May, June,

and July ; and the three Autumn months are August, September, and October.

9. Sixty seconds make a minute ;
Sixty times the clock ticks in it.

Sixty minutes make an hour ;
And in that are quarters four.

10. Twenty-four hours make a day and a
night,
Now we have darkness, and now we
have light.

And a week of days has seven ;
One we give to thoughts of heaven.

11. In every month the weeks are four ;
But most have two or three days more.

Twelve months make up the year
complete ;
And near the end comes Christmas
Treat.

QUESTIONS.—1. How many minutes are there in an hour ?
2. How many seconds in a minute ? 3. How long is a second ?
4. How many hours are there in a whole day and night ?
5. How many in a school-day ? 6. When is the day longest ?
7. When is it shortest ? 8. How many days are there in a week ?
9. What is the first day called ? 10. Why ? 11. How many
weeks are there in a month ? 12. How many months in a year ?
13. What is the first month called ? 14. And the last ? 15. What
are the three Spring months ? 16. And the three Summer months ?

17. And the three Autumn months? 18. And the three Winter months?

EXERCISES.—1. Write the line :

Sixty minutes make an hour.

2. Pronounce and learn to spell :

Sec'onds	Some'times	Because'	Jan'uary
Morn'ing	Sun'day	Fore'fathers	Feb'ruary
Aug'ust	Septem'ber	Novem'ber	Decem'ber

3. Say something about each of the following : *A minute ; an hour ; a day ; a week ; a month ; a year ; a birthday ; a school-day.*

4. Write down all the words that have in them an *ou* ; an *au* ; and an *ee*.

WORK AND PLAY.

Cheer'ful, in good spirits.

With your might, as well as ever
you can.

Use'less, of no use.

Trifled, allowed to run away, as
if they were trifles.

1. Work while you work, and play while
you play !

That is the way to be happy all day,
That is the way to be cheerful and gay.

2. All that you do, do with your might !
Keep this in your mind from morning
till night,
Things done by halves are never done
right.

3. *One thing at a time, and that done well,*
 Is the best of all rules, as all wise men
 tell :
 Let this ring in your head as clear as
 a bell.
4. Moments are useless if trifled away :
 Keep this in mind through the livelong
 day ;
 So work while you work, and play while
 you play.

QUESTIONS.—1. What is the right way to be happy ? 2. What should we always keep in mind ? 3. What is the best of all rules ? 4. Why should we not trifle away moments ? 5. What line rhymes with : *Work while you work, and play while you play* ? (Other lines may be given.)

EXERCISES.—1. Write the line :

Do but one thing at a time.

2. Pronounce and learn to spell :

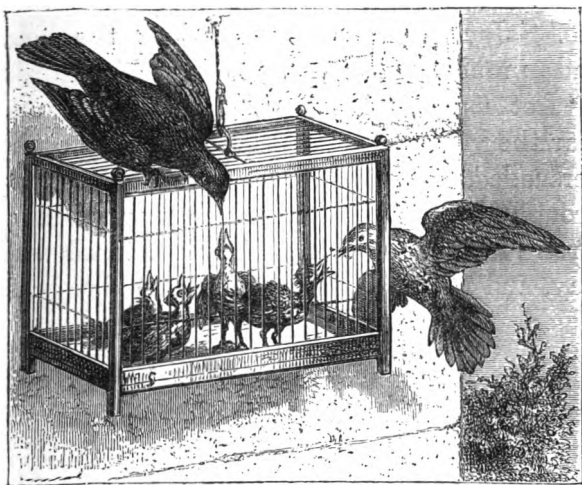
Happ'y	Morn'ing	Trifled
Cheer'ful	Mo'ments	Live'long

3. Learn to spell the following words : *Cricket, football, rounders, leap-frog, games, books, lessons, master, learn, reading, spelling.*

4. Write down the words that rhyme with : *Play, might, well, away.*

5. Write down the words that have in them an *ay* ; and a *gh*.





THE YOUNG BLACKBIRDS.

Ram'bled, wandered about.

Peered, peeped.

Pronounced', said (after thinking
about it).

Persuad'ed, talked over.

Hov'ered, fluttered beside.

Advised', persuaded.

1. Last spring, when the birds were beginning to pair and to sing sweetly in the early morning and the evening, two boys set out to look for birds' nests. They rambled through woods and copses ; they peered into hedges and bushes ; but they found nothing.
2. At last one of them shouted out to the other : 'Look here, Jack ! here is a nest with young ones in it. They must be very

early. I wonder what kind of birds they are.' Jack came up, looked into the nest, and pronounced them to be blackbirds. 3. 'Let us take the nest,' cried Tom, 'and rear the young ones.' Jack was very easily persuaded, and said 'Very well.' So they brought away the nest, which was made of strong stems of grass, thickly plastered with clay, and with a lining of very fine dry grass inside.

4. There was a big cage at home; and Tom and Jack brought it down from the garret where it had been lying, dusted it carefully, and put the young ones inside. They fed them with crumbs, pieces of sugar, and seeds of corn; but the young birds did not seem to thrive. They had hung the cage outside the room upon a wall which faced the sun; and one morning they were awakened by a loud twittering and chirping and singing, and they could not fancy what it was all about. 5. But, when they popped their heads out of the window, they saw, to their great surprise, the two old birds feeding and talking to the young ones; and the four young blackbirds with their bills wide open, waiting in hopefulness for whatever their parents might be good enough to bring them.

The father stood upon the top of the cage ; and the mother hovered at the side. The old birds brought them worms and snails and insects ; and sometimes, but not very often, berries. And they sang to them and cheered them ; until at last the boys—advised by their own father and mother—opened the door of the cage ; and away the six blackbirds flew into the wood, blithe and happy, and were never seen any more.

QUESTIONS.—1. What did the two boys go out to look for ? 2. What did they find ? 3. What did Tom say to Jack ? 4. Of what was the blackbirds' nest made ? 5. How many young ones were in it ? 6. Where did the boys put the young ones ? 7. What did the boys feed them with ? 8. What did they hear one morning ? 9. What did the old birds feed the young ones with ? 10. What did the boys do with them at last ?

EXERCISES.—1. Write the line :

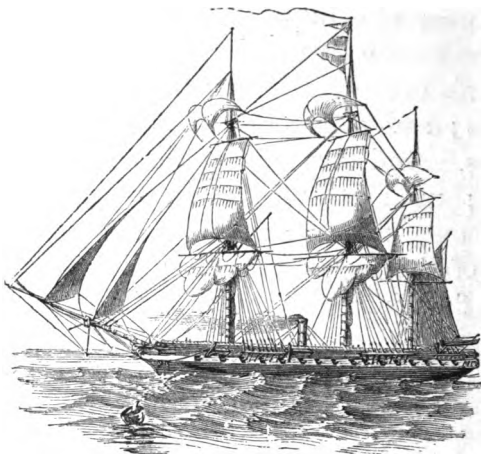
They found a blackbird's nest.

2. Pronounce and learn to spell :

Begin'n'ing	Won'd'er	Awak'ened	In'sects
Ear'ly	Pronounced'	Wind'ow	Nev'er

3. Say something about each of the following : *Two boys ; a nest ; a blackbird's nest ; a cage ; the old birds ; the food of the young ones ; the door of the cage.*





SHIPS AND BOATS.

Steam, the vapour that rises from boiling water; it is quite invisible before it mixes with the air.

Can'vas, a thick cloth made of coarse linen.

Stern, called *stern* because the steersman *steers* there.

1. Ships are built of wood or of iron. They are pushed along by wind or by steam, or by both. 2. If they are driven by steam, they are called steam-ships. If they are driven by the wind only, they are called sailing-ships; and they have sails. The sails are made of thick strong cloth, which is called canvas. 3. Steam-ships do not need to care for the wind, but can go right in the teeth of it. Some steam-ships can go as fast as twenty miles an hour; that

is one mile in three minutes. 4. It takes fifteen minutes for a man to walk a mile; and six minutes for him to run a mile. So, a fast steam-ship can go twice as fast as a man can run.

5. Boats are moved along either by oars or by sails. Sometimes one man rows with two oars; sometimes two men, or four, or six, or even eight men.

6. The front part of a boat or ship is called the bow; the after-part is called the stern. The man at the stern guides the boat by the help of a small piece of wood, which moves about, and is called a helm or rudder. The rudder of a fish is its tail. 7. The part of a boat or ship which is deepest in the water is called the keel. If the captain wants the ship to stop and stand still, he tells the sailors to let down the anchor. The ship is fixed to the anchor by a chain; the anchor sinks into the ground at the bottom of the sea, and holds the ship fast.

QUESTIONS.—1. Of what are ships built? 2. If a ship is driven by steam, what is it called? 3. If a ship is driven by the wind, what is it called? 4. What are the sails made of? 5. Must a steamer go with the wind? 6. How fast can the fastest steam-ship go? 7. How much faster is that than a man can run? 8. How are boats moved along? 9. How many oars are used sometimes? 10. What is the front part of a ship called? 11. What is the after-part called? 12. By what does the man at the stern

guide the boat? 13. What is *guiding* a boat called? 14. What is the rudder of a fish? 15. What is the lowest part of a boat called? 16. What does the captain do, if he wants the ship to stand still? 17. What is the ship tied to the anchor by?

EXERCISES.—1. Write the line :

Sails are made of strong canvas.

2. Pronounce and learn to spell :

Driv'en	Eith'er	Rudd'er	Sail'ors
Min'utes	Some'times	Wat'er	An'chor

3. Say something about each of the following : *Steam-ships ; sailing-ships ; canvas ; a man walking ; a steamer sailing ; boats and oars ; the bow ; the stern ; the rudder ; the keel ; the anchor.*

4. Write down all the words that have in them an *oa* ; an *ai* ; an *ow* ; and an *ea*.





THE MOTHER-BEAR, AND HER TWO CUBS.

Cathe'dral, very large church.

Hold, inside of a ship.

Pleas'ure, fun.

1. In a far-off northern land, where there is nothing but ice and snow, lived a white she-bear very happily with her two young ones. The ice covered the sea most of the year, and floated about in great masses, which are called *icebergs* or ice mountains—of all kinds of odd shapes—some like steeples, some like large cathedrals, and some like floating towns. 2. But, though the sea was covered with ice, this white bear often found holes in it, or pieces of open sea ; and then

she managed to catch some fish to feed her young ones and herself. And the young cubs were the prettiest little playful things you ever saw.

3. Into these cold and icy seas, sailed, one day in spring, a ship from Scotland. The ship had come to catch whales and seals. It sailed fearlessly among the ice, for it was manned by bold and hardy sailors, who had often and often faced the dangers of the deep. 4. They caught several whales, and stored away the fat or blubber in the hold; and they killed a great many seals, and took their skins to be made into jackets, and muffs, and caps, and waistcoats. And they were just on the point of going back to Scotland, when one evening, in the quiet light, they saw this she-bear and her two young ones. 5. The two little cubs were playing with each other in the prettiest way—patting each other in fun on the side of the head, knocking each other down and rolling over and over—while their mother sat beside them, enjoying their pleasure. Presently she caught sight of the ship and turned her head. 6. Then she growled to the cubs to come along with her, and to get away from the ship. But one of the sailors

had been too quick for her, and had got a rifle, and stolen upon the young bears in their play. When he thought he had got near enough, he fired and killed first the one and then the other. 7. And the mother-bear raised such a cry of pain and grief to



the skies, that it might have touched the heart of the dullest person in the whole ship. But the sailor loaded again, and with a third ball he laid the poor mother-bear dead upon the ice.

QUESTIONS.—1. Where did the mother-bear live? 2. How many young ones had she? 3. What did she feed them with? 4. How did she get the fish? 5. Where did the ship come from?

6. What had it come to get? 7. What is done with the seal-skins? 8. What were the cubs doing one evening? 9. What did the mother try to do when she saw the ship? 10. What did the sailor do? 11. What did the mother do when she saw her young ones shot? 12. What did the sailor do next?

EXERCISES.—1. Write the following line :

Stretched beside her cubs she lay.

2. Pronounce and learn to spell :

North'ern	Ice'berg	Sail'ors	Dull'est
Happ'ily	Man'aged	Pleas'ure	Moth'er

3. Say something about each of the following : *The white bear ; her cubs ; a Scotch ship ; icebergs ; the cubs at play ; the sailor ; the mother's grief ; the mother's death.*

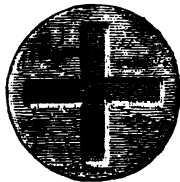
M O N E Y.

1. A flat round thing made of bronze, and stamped with the head of the Queen, is called a *penny*. A penny is called a coin.

2. Another coin is a *halfpenny* ; and two of them make one penny. The half of a half-penny is a *farthing* ;* and four of them make up one penny.

* The pupil might be told that *farth-ing* is just the word *fourth-ing* or *fourth part*, and that it took its name from the fact that the old pennies were broken into four quarters. This was made easier by the way in which they were stamped with a cross, thus :

The cross was stamped deeply in ; the copper was thinner there ; and thus it was easy to break.



2. Twelve pennies make another coin, which we call a shilling. The half of a shilling is sixpence; because the half of twelve is six. 3. Shillings and sixpences are made of silver. Smaller coins are also made of silver; as fourpenny pieces and three-penny pieces.

4. A two-shilling piece is called a florin; and a five-shilling piece is called a crown. The half of five shillings is two shillings and sixpence; and so two shillings and sixpence is called half a crown. All these coins are also made of silver.

5. Twenty shillings make up a pound; and, when a pound is coined in gold, it is called a sovereign. Ten shillings make the half of a pound; and, when it is in gold, it is called half a sovereign.

6. Five pounds can be paid to us in gold; or we can get it in paper. This paper is called a bank-note, or a £5 note. 7. But paper is not money; it is only a *promise* to pay money; it is a promise that the bank makes to pay us five sovereigns in gold.

8. Thus we have three kinds of money—bronze, silver, gold; and, instead of gold

paper. Bronze and silver and gold money is called coin ; and all coins have upon them the king's or the queen's head. Bronze coins were formerly made of copper.

QUESTIONS.—1. How many pennies are there in a shilling? 2. How many halfpennies in a penny? 3. How many farthings in a penny? 4. What does the word *farthing* mean? 5. Of what are pennies, halfpennies, and farthings made? 6. What is the half of a shilling? 7. What is the quarter of a shilling? 8. What are shillings and sixpences made of? 9. What other coins are made of silver? 10. What is a two-shilling piece called? 11. How many shillings in a crown? 12. What is half a crown? 13. How many shillings are there in a pound? 14. When a pound is in gold, what is it called? 15. What is the half of a pound called? 16. What number of pounds can we get in paper? 17. What is a bank-note? 18. How many kinds of money are there?

EXERCISES.—1. Write the line :

Twenty shillings make a pound.

2. Pronounce and learn to spell :

Mon'ey	Penn'ies	Four'penny	Sov'reign
Farth'ing	Shill'ing	Twent'y	Prom'ise

3. Say something about each of the following : *A penny ; a halfpenny ; a farthing ; a shilling ; sixpence ; a crown ; a half-crown ; a sovereign ; a half-sovereign ; a £5 note.*

4. Write down all the words that have in them an *ea* ; an *oi* ; an *ou* ; and an *ei*.





D O G S.

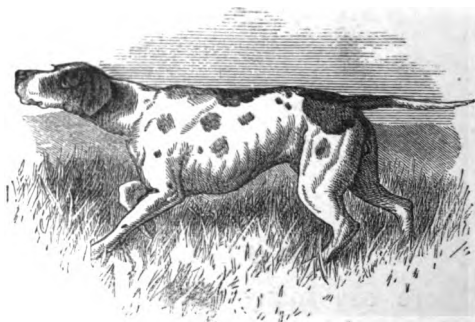
1. There are many kinds of dogs—very little dogs, and very big dogs. Dogs are also of all colours, white or black, spotted or streaked with black or red or brown.

2. The sheep-dog or collie looks after the sheep, and is the best friend of the shepherd.

3. The Scotch terrier is a little hairy dog, very brave and very determined. The English terrier is smooth and white, very brave also, and very fond of hunting rats.

4. The Newfoundland is a large, handsome, shaggy dog, very fond of the water, and very kind to little children. He has often been seen to jump in after a child that has fallen into the water, to seize him, and to bring him safe to shore.

6. The pointer is a beautiful dog, which has been trained to stand stock-still when he smells a bird or a hare or a rabbit. When



he stands stock-still, he sticks out his tail as straight as a poker; and then the sportsman knows there is game very near.

7. The greyhound is the swiftest of all dogs. It has a very lean body, with long strong thin legs, and a long tail. It is trained to chase hares. The foxhound is trained to hunt the fox.

8. The mastiff is a large splendid dog, with a mouse-coloured skin, and is the best watch-dog we have.

9. There are big dogs and little dogs—some, like the Newfoundland, as big as a

pony ; others, like the Mexican lap-dog, as small as a rat.

QUESTIONS.—1. What is the shepherd's dog called ? 2. What kind of dog is the Scotch terrier ? 3. And the English terrier ? 4. What is the Newfoundland very fond of ? 5. What will he do when he sees a child in the water ? 6. What has the pointer been trained to do ? 7. Which is the swiftest of dogs ? 8. Which is the best watch-dog we have ? 9. What are the largest and the smallest dogs ?

EXERCISES.—1. Write the line :

Greyhounds are trained to hunt.

2. Pronounce and learn to spell :

Streaked	Ob'stinate	Hand'some	Sports'man
Shep'herd	New'foundland	Beau'tiful	Mast'iff

3. Say something about each of the following : *The collie ; the Scotch terrier ; the English terrier ; the Newfoundland ; the pointer ; the greyhound ; the mastiff.*

4. Write down all the words that have in them an *ou* ; an *eau* ; and an *ai*.



THE WATCH-DOG.

Defend', take care of and protect
 against people that want to
 break in.
 Sent'ry, guard.
 Scares, frightens off.

Bairns, children.
 Gam'bol, sport about.
 Flatt'ering, saying what is kind
 and nice, and not meaning
 it.

1. Bow-wow-wow !
 It's the great watch-dog,
 I know him by his bark ;
 Bow-wow-wow !
 Says the great watch-dog,
 When he hears a foot in the dark.

2. Not a breath can stir
 But he's up with a whirr !
 And a big bow-wow gives he ;
 And, with tail on end,
 He'll the house defend
 Far better than lock and key.

3. When we sleep sound,
 He takes his round—
 A sentry o'er us all ;
 Through the long dark night,
 Till broad daylight,
 He scares the thieves from the wall.

4. But through the whole day
 With the bairns he'll play,

And gambol in the sun ;
 On his back astride
 They may safely ride,
 For well he loves their fun.

5. By all he's known
 To be true to the bone ;
 No flattering tongue has he ;
 And we all may learn
 From the great watch-dog,
 Both faithful and fond to be.

QUESTIONS.—1. How do we know the great watch-dog?
 2. When he hears anything, what does he do? 3. What does he do when we are sleeping? 4. Whom does he frighten away?
 5. What does he like to do in the day-time? 6. What does he do for the children? 7. What can we learn from the watch-dog?
 8. What line rhymes with: *I know him by his bark?* (Other lines may be given.)

EXERCISES.—1. Write the line :

He scares thieves from the wall.

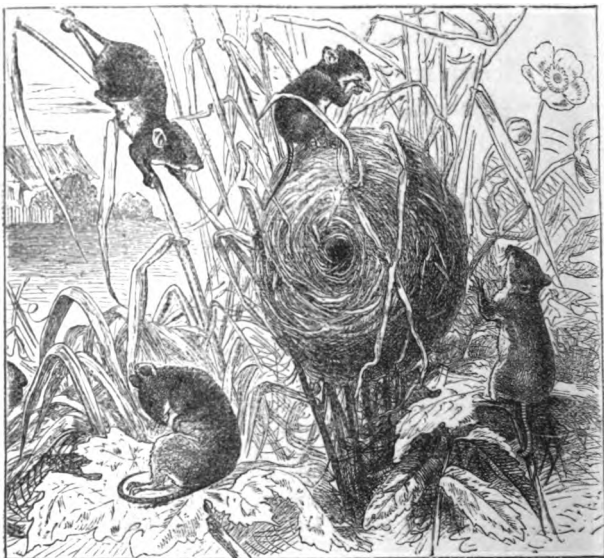
2. Pronounce and learn to spell :

Defend'	Day'light	Astride'	Faith'ful
Sent'ry	Gam'bol	Flatt'ering	Bett'er

3. Learn to spell the following words : *Watch-dog, terrier, fox-hound, greyhound, spaniel, pointer, bull-dog.*

4. Write down all the words that rhyme with : *Bark, stir, he, end, sound, all, night, day, sun, astride, known, he.*

5. Write down all the words that have in them an *ow* ; an *ou* ; an *ee* ; and an *ea*.



THE FIELD-MOUSE.

Visible, that can be seen.

Sheds, lets fall.

Stacks, puts up in stacks.

Treas'ure, his corn that he stores
or *treasures* up.

Reared, raised out of the ground.

1. The field-mouse is one of the smallest animals in this island. It is not quite five inches long from the tip of its nose to the end of its tail; and its body is only the same length as its tail. It is of a reddish-brown colour, very like the ground. 2. It builds its nest on stalks of grass. The nest

is very odd, a little larger than a cricket ball, with no visible opening, as the mother when leaving in search of food, carefully closes up the entrance to keep the six or eight little ones snug till her return. The field-mouse is fond of corn; but it also eats nuts and acorns when it can get them.

3. Where the acorn tumbles down,
Where the ash-tree sheds its berry,
With your fur so soft and brown,
With your eyes so soft and merry,
Scarcely moving the long grass,
Field-mouse, I can see you pass.
4. Little thing, in what dark den,
Lie you all the winter sleeping,
Till warm weather comes again?
Then once more I see you peeping
Round about the tall tree roots,
Nibbling at their fallen fruits.
5. Field-mouse, field-mouse, do not go,
Where the farmer ~~stacks~~ his treasure;
Find the nut that falls below,
Eat the acorn at ~~your~~ pleasure;
But you must not eat the grain,
He has reared with so much pain.

6. Make your hole where mosses spring,
 Underneath the tall oak's shadow,
 Pretty, quiet, harmless thing,
 Play about the sunny meadow ;
 Keep away from corn and house,
 None will harm you, little mouse.

QUESTIONS.—1. Where is the field-mouse to be seen ? 2. What is the colour of his fur ? 3. Where is he to be seen when the warm weather comes back again ? 4. Where is the field-mouse asked not to go ? 5. What should he eat ? 6. What should he not eat ? 7. Where should he make his hole ? 8. Where should he keep away from ? 9. What line rhymes with : *Where the acorn tumbles down* ? (Other lines may be given.)

EXERCISES.—1. Write the line :

None will harm you, mouseie.

2. Pronounce and learn to spell :

A'corn	Mov'ing	Treas'ure	Shad'ow
Berr'y	Weath'er	Pleas'ure	Mead'ow

3. Learn to spell the following words : *Oak, acorn ; ash-tree, berry ; hazel-nut ; wheat, oats, barley, beans.*

4. Write down all the words that have in them an *ou* ; or a *ui* ; or an *ea*.

5. Write down all the words that rhyme with : *Down, berry, grass, den, sleeping, go, treasure, grain, spring, shadow, house.*



T R E E S.



1. The body of a tree is called its trunk. From the trunk spread out its branches. They shoot up into the air ; and there are also many branches below, which shoot down into the ground. The branches which shoot into the

ground are called roots.

2. The skin of a tree is called its bark. If we were to strip the bark off a tree, it would not live.

3. A tree draws sap from the earth through its roots. If we were to cut the roots, the tree would die. A tree eats and drinks with its roots ; and breathes through its leaves.

4. In winter most trees lose all their leaves ; but their branches are dotted all over with little brown buds. When the warm sun

comes in spring, these buds swell and open out and burst ; and the leaves come out of them.

a. A tree has also blossoms. If the tree is a fruit-tree, the blossoms grow into apples, or pears, or plums. If the tree is a nut-tree, then the blossoms grow into hazel-nuts, or beech-nuts, or chestnuts.

a. Some trees never shed their leaves ; they change them slowly, but never all at once. Thus the yew-tree and the holly-tree do not lose their leaves in the winter, and are called evergreens.

QUESTIONS.—1. What is the body of a tree called ? 2. What spread out from the trunk ? 3. What are the branches called that shoot down into the ground ? 4. What is the skin of a tree called ? 5. What would happen if we stripped the bark off a tree ? 6. How does a tree get its sap ? 7. What have the branches of a tree got on them in winter ? 8. What has a tree got besides its buds ? 9. If the tree is a fruit-tree, what do the blossoms grow into ? 10. If it is a nut-tree, what do they grow into ? 11. What are trees called that do not lose their leaves ? 12. Tell me the names of some evergreens.

EXERCISES.—1. Write the line :

Some trees are called evergreens.

2. Pronounce and learn to spell :

Spread	Breathes	Apples	Chestnuts
Below	Blossoms	Hazel-nuts	Holly

3. Say something about each of the following : *The trunk of*

a tree ; the branches ; the roots ; the bark ; the sap ; the buds ; the blossom ; hazel-nuts ; apple-trees ; evergreens ; hollies ; yew-trees.

4. Write down all the words that have in them an *ea* ; an *aw* ; and an *oo*.



THE LITTLE BIRDS.

1. Birds in a nest,
Nest upon a tree ;
Under mother's breast,
Warm as warm can be !
2. Mother keeps you warm,
Father brings you food,
Safe within your nest,
Happy little brood !

3. Mind you do not fall
From your nest on high ;
You've no feathers yet,
So you cannot fly.

4. When your feathers grow,
On some sunny day
You shall learn to fly ;
Chirp, chirp away.

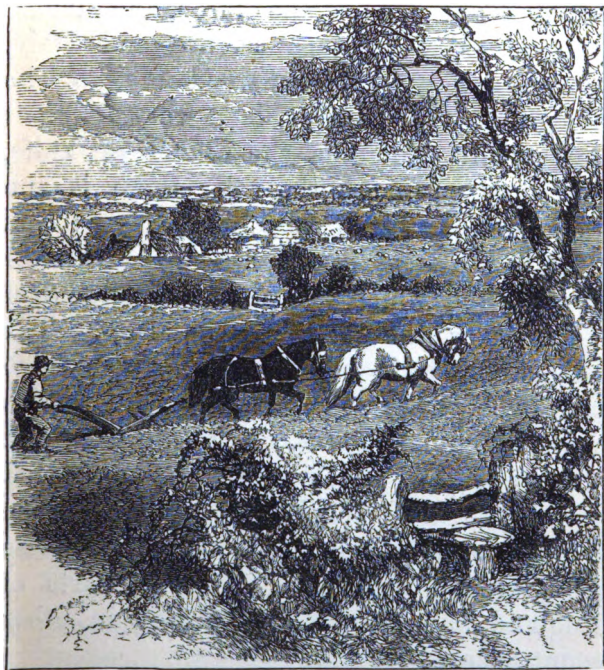
Original Nursery Rhymes.

P L O U G H I N G.

Im'plement, tool, or something to work with. Sturd'y, very strong.

1. Before the farmer begins to sow the seed that is to grow into corn, he must break up the earth with his plough. The earth that was at the top is turned upside down ; the weeds are buried and destroyed ; and the fresh new earth is brought up and laid open to the air. 2. Then comes the harrow, which is a kind of large square iron comb, drawn up and down across the field by horses, for the purpose of breaking the big clods and preparing the ground for the seed. Next comes the sower with a sheet full of corn which he casts over the land ; or the seed may be sown by what is called a sowing-

machine. And last of all comes the roller which smooths the ground quite flat and buries the seed, till the rain and the warm sunshine make it sprout and strike root, and grow up into a blade, then into a stalk,



and last of all into an ear of corn. 3. The man in the picture is ploughing with two horses—one in front of the other. The two horses are oftener placed side by side ;

and sometimes, in stiff clay lands, the farmer has to yoke four horses in one plough.

4. In some countries a plough is only a sharp piece of wood—the trunk of a small tree, and sometimes only a pointed stick. In this country, it is made of iron, and divided into several parts. In France and Italy, ploughs are often made of wood only. 5. The plough in this country is a very different implement. There is the *coulter* or knife, which cuts through the soil; there is the *plough-share*, which also cuts along; and there is the *mould-board*, which is also made of iron, and which raises up and turns over the soil as the plough goes along. The whole plough is held by the *stils*, which have wooden handles, and between which the ploughman walks. 6. There are also steam-ploughs, which plough the ground very much more quickly than can be done by horses, and also more cheaply. These ploughs are now used in many parts of England and Scotland, and also in other countries of the world.

7. When the cows come home, we'll have
some milk ;

When the silk-worm spins, we'll get some
silk ;

When the bee comes home, we'll ask for
honey ;

When father comes home, he'll bring
mother money.

a. When the strong horses draw the iron
plough,

When the bird sings on the leafy bough,

When the sturdy ploughman sows his
seed,

We know that corn will come indeed,

You, Johnnie, and all the children to feed.

QUESTIONS.—1. What does the plough do to the earth?
2. What does it do to the weeds? 3. For what is the harrow
used? 4. What is the use of the roller? 5. How many horses
are sometimes yoked to a plough? 6. Of what are ploughs
made in this country? 7. Of what in France and Italy?
8. What is the part of the plough called that cuts through the
earth? 9. What is that part called which also cuts along?
10. And the part that turns over the soil? 11. To what
does the ploughman hold on? 12. Where are steam-ploughs
used?

EXERCISES.—1. Write the line :

The cows come home to be milked.

2. Pronounce and learn to spell :

Bur'ied	Furr'ows	Divid'ed	Im'plement
Destroyed'	Farm'er	Different	Cheap'ly

3. Say something about the following : *Farmer, earth, plough ;
sheet, furrow, corn ; blade, stalk, ear ; harrow, horses, clods ;
coulter, plough-share, stilt.*

4. Write down all the words in the lesson that have in them
an ough ; an ee ; an oo ; and an ow.

A SPRING MORNING.

1. Get up, little sister, the morning is bright,
And the birds are all singing to welcome
the light ;
The buds are all opening—the dew's on
the flower ;
If you shake but a branch, see, there falls
quite a shower.
2. By the side of their mothers, look, under
the trees,
How the young lambs are skipping about
as they please ;
And by all those rings on the water, I
know
The fishes are merrily swimming below.
* * * *
3. Get up, for when all things are merry and
glad,
Good children should never be lazy and
sad ;
For God gives us daylight, dear sister,
that we
May rejoice like the lark, and may work
like the bee.

Lady Flora Hastings.

